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ABSTRACT

To report on a large number of wide-ranging vocational and career education programs, the Florida State advisory council utilized the three broad goals developed for such evaluations by the U. S. Office of Education, the National Advisory Council, and an ad hoc committee representing State advisory councils, responding to specific items of inquiry related to the three goals: (1) the State's goals and priorities as set forth in the Fiscal Year 1973 State Plan; (2) the effectiveness with which people and their needs are served; and (3) the extent to which council recommendations have received due consideration. Findings, conclusions, and recommendations related to each item of inquiry are presented. Appended are selected statistical tables representing data gathered by the University of West Florida and utilized by the council in preparing the annual report; information pertaining to three public meetings held by the council during the year, including the concerns expressed by persons in attendance; a position statement relating to the State division of vocational education, supporting its retention; and descriptions of two model K-14 career development education programs. (AJ)

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ANNUAL EVALUATION REPORT

Fiscal Year 1973

FLORIDA STATE ADVISORY COUNCIL

On

VOCATIONAL AND TECHNICAL EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FLORIDA STATE ADVISORY COUNCIL
ON
VOCATIONAL AND TECHNICAL EDUCATION

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FLOYD T. CHRISTIAN
COMMISSIONER

W. V. Knott Building

TALLAHASSEE 32304

BRUCE HOWELL
EXECUTIVE DIRECTOR

November 1973

The Honorable Reubin O'D. Askew
Governor of Florida and
Members of the State Board for
Vocational Education
The Capitol
Tallahassee, Florida 32304

Gentlemen:

The Florida State Advisory Council on Vocational and Technical Education submits to you its Fourth Annual Evaluation Report for your consideration and transmittal to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education.

Public Law 90-576, also known as the Vocational Education Amendments of 1968, requires that councils "prepare and submit through the State Board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State Board as the State Board deems appropriate,...."

The Council hopes this report will be given serious consideration by you in planning and making quality vocational and technical education available to all Floridians. The Council would appreciate receiving from appropriate State Board staff a response to this report that indicates any action taken on the recommendations. We would also welcome suggestions for increasing the effectiveness of Council activities and reports.

Sincerely,

John H. Hinman
Chairman

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PREFACE

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This Fourth Annual Evaluation Report of the Florida State Advisory Council on Vocational and Technical Education is based upon evaluation activities of the Council during fiscal year 1973. The report has been developed by the Council through its evaluation committee, and the recommendations reflect the Council's thinking as related to specific components of the Florida program of vocational and technical education. Some specific sources of information utilized are included in the appendix.

The Florida Council was established by the State Board for Vocational Education for purposes of Section 104(b) of the Vocational Act of 1963, as amended by the Vocational Education Amendments of 1968 (Public Law 90 576). Council members are appointed by the State Board, and the membership includes representation from management, labor, education, and the general public.

The major responsibilities of the Council are:

1. To advise the State Board on the development of the *Florida State Plan for the Administration of Vocational Education* and on policy matters relating to State Plan administration;
2. To evaluate vocational education programs, services, and activities, and publish and distribute the results thereof;
3. To prepare and submit an annual evaluation report to the State Board, the U. S. Commissioner of Education, and the National Advisory Council on Vocational Education; and
4. To conduct at least one meeting each year to give the public an opportunity to express views and concerns about vocational education.

The Council sincerely appreciates the assistance that many persons gave the Council, its staff, and the University of West Florida research group that conducted evaluation research studies for the Council.

For their help during FY 1973, a special debt of gratitude is due Mr. Woodrow J. Darden, Director, Division of Elementary and Secondary Education; Dr. Lee G. Henderson, Director, Division of Community Colleges; Mr. Joe D. Mills, Director, Division of Vocational Education; and the staff serving in these divisions. The Council especially appreciates the understanding, advice, and assistance provided by those staff persons in the Vocational Division who have participated in and assisted with Council meetings and who have been consultants to Council committees and staff.

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INTRODUCTION

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"The State Advisory Council shall—

*Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate which (1) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan required by paragraphs 102.33 and 102.34, and (2) recommends such changes as may be warranted by the evaluations."*¹

This Annual Report of evaluation of the Florida State Advisory Council on Vocational and Technical Education is directed to the Florida State Board for Vocational Education, The Florida Department of Education and its respective Divisions, the United States Commissioner of Education, and the National Advisory Council on Vocational Education. Although some of the recommendations concern programs conducted by the State's education institutions, the Council anticipates that leadership will be provided by State Board staff to coordinate and implement the recommendations deemed to be appropriate and timely by the Board.

The Council has found that the total program of vocational and technical education has continued to grow at a rapid rate in terms of the number of programs and the number of persons served. This continued growth is due in large measure to the support of the Florida Legislature, the people of Florida, and the professional leadership at the State and institutional levels.

It should be pointed out, however, that there are still many unmet needs for vocational education. All school leavers need at least an entry level job skill. In addition, increasing numbers of high school students need to develop occupational skills, more adults still need to learn new skills and update old skills, and a larger percentage of the disadvantaged and of minority group persons need training that will enable them to get a job and advance up the career ladder. Funds are needed to provide essential facilities, especially in secondary schools. The last session of the Florida Legislature appropriated funds to enable school districts to "catch up" on their backlog of building needs, according to established priorities. However, there is a serious question as to whether or not vocational facility needs are receiving adequate consideration when building priorities are established.

The U. S. Office of Education, Division of Vocational and Technical Education, the National Advisory Council on Vocational Education and an ad hoc committee representing state advisory councils developed and recommended the use of the three broad goals for state advisory council evaluations that are used in this report. The Florida Council has used the suggested format and responded to the specific questions or "items of inquiry."

¹Department of Health, Education, and Welfare, *Federal Register, State Vocational Education Programs*, Volume 35, Number 91, May 1970, Washington, D. C.

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The recommendations in this report are based on information from a variety of sources. Many recommendations are based on evaluation research done under contract for the Council by the Department of Vocational-Technical Education, University of West Florida. Other sources of information were public hearings conducted by the Council, selected consultants, and data compiled by the Vocational Division and the Division of Community Colleges. Additional information pertaining to the recommendations may be found in the appendices.

The Council carefully reviewed the evaluation research conducted for it under the direction of Dr. Lawrence H. Perkins, University of West Florida, and utilized freely selected findings in the preparation of Goal I and Goal II sections of this report. However, those findings, recommendations, and points of view found in the research and not included under Evaluation Goal I or II represent the professional judgment of the researchers and are not the judgment of the Council. On pages 15-22, under Goal III, the Council has resubmitted for continued emphasis and/or additional consideration, four recommendations made in its FY 1972 annual report.

EVALUATION GOALS

GOAL 1: EVALUATION SHOULD FOCUS ON THE STATE'S GOALS AND PRIORITIES AS SET FORTH IN THE FY 1973 STATE PLAN

"The State Advisory Council shall—

Advise the State board on the development of the State plan, including the preparation of long-range and annual program plans pursuant to paragraphs 102.33 and 102.34, and prepare and submit pursuant to paragraph 102.31(e)(2) a statement describing its consultation with the State board on its State plan;

Advise the State board on policy matters arising in the administration of the State plan submitted pursuant to the Act and the regulations in this part.²"

Item of Inquiry:

1. Were the State's goals and priorities appropriate in terms of student needs and employment opportunities?

Findings and Conclusions:

It is concluded that priorities were centered on skill training in the high demand areas, support for the disadvantaged and the handicapped, in-service efforts to improve curricular offerings and the quality of instruction, and the development of a more effective guidance program.

The FY 1973 State Plan, constructed in compliance with criteria established by Federal regulations, has also included goals, objectives, activities, and funding details requisite to implementing and effecting a viable statewide program of vocational education. These elements of annual and long-range planning were stated by program levels and, where applicable, by multi-level program efforts. The FY 73 State Plan has been directed toward a more effective planning document rather than serving merely as an instrument of compliance.

In considering the 1970 Legislative mandate for a "Comprehensive Vocational Education Program for Career Development," and the 1971 Federally proposed "Career Education Program," an examination of FY 73 State Plan "Goals and Priorities" indicates these elements to be appropriate in terms of student needs. The basic elements undergirding the "Comprehensive Program" and "Career Education" are those which are set forth in the FY 73 State Plan as long-range goals and annual objectives. Although not explicitly stated, "priorities" may be inferred from the emphasis placed upon certain "activities" throughout the program levels.

To the degree that available data reflecting the State's projected labor supply and demand are accurate and sufficiently definitive, it is noted that emphasis has been placed throughout the State upon those job fields providing greatest employment

² Ibid., page 1.

opportunities. This has been accomplished by establishing additional programs, both within the public schools and the junior/community colleges. Table V, Appendix A shows enrollments by program area for FY 1969-73, and Table VI reflects the number of programs offered, enrollments, and completions for FY 1973 by county school district.

Emphasis has been placed upon training non-professional workers for growth and replacement in keeping with projected labor supply and demand data. This is supported, at least in part, by data from "Employment Demand for Selected Occupations by Geographic Areas of the State," furnished by the Florida Department of Commerce. These data, for the period November 1972-May 1973, appear in the FY 74 State Plan, Part II.

Labor supply and demand data are not sufficiently definitive or timely to make possible effective planning or evaluation of vocational programs on a regional, district or local level. Additionally, continuous placement and follow-up data are necessary to establish the degree to which a program is effectively meeting individual needs or labor demands.

The Florida Department of Education has, in the developmental stages and in initial implementation, a statewide system for the collection and computerization of data. Student placement and follow-up data are included. School districts are required to report these data to the Department of Education.

Recommendations:

1. That concerted effort be continued to:
 - a. provide realistic data on labor supply and demand to the districts and community colleges;
 - b. fully implement the statewide management information system.
2. That data be collected relative to available facilities, equipment, and other pertinent material resources as necessary for conducting and evaluating vocational education programs.
3. That more definitive data be provided in the State Plan for the "other sector output," that is, private schools, business and industry, manpower development training, and apprenticeship programs.
4. That data used for planning purposes be consistent within the State Plan for a given year and for successive years and that, to the extent possible, a consistent format on a year-to-year basis be established.
5. That all goals and objectives be clearly and explicitly stated, and that objectives be stated in quantitative and measurable form.
6. That for each goal and objective, priority ranking be assigned on an annual and long-range basis according to program, level, target group, and geographical location.

Item of Inquiry:

2. Were the State's goals and priorities sufficiently comprehensive in terms of the needs of specific population groups?

Findings and Conclusions:

It is concluded that, commensurate with the resources available, the State's goals and priorities were sufficiently comprehensive in terms of the needs of specific population groups.

Goals and objectives for specific target groups such as the disadvantaged and the handicapped students at all levels, and adults and the post-secondary population, are set forth in the FY 1973 State Plan. Although not in each instance explicitly stated in quantitative and measurable form, it is concluded by an analysis from the "activities" and "funds" projected for FY 73 that a broad and comprehensive program was developed. The positive effect of this projected program is borne out by the increased enrollments reflected, particularly in the "gainful employment" preparation areas for the disadvantaged, the handicapped and for adult students. Enrollment data for these target groups are shown in Appendix A, Tables II and III.

Factors contributing to the increased enrollments in vocational education during FY 73 were: (a) the development of new programs for each of these target groups; (b) the expansion of work experience and work-study programs for disadvantaged students; (c) the addition of several more local councils for the education and rehabilitation of the handicapped; (d) increased information available about programs; and (e) expansion of guidance services, including occupational specialists. Additionally, emphasis was placed on in-service training for teachers of the disadvantaged, and more emphasis was placed on developing a greater vocational awareness among the handicapped students themselves.

Consideration of data reflecting unmet student needs, especially in the disadvantaged and handicapped areas, would indicate the need for continued effort in program expansion.

Recommendations:

1. That more precise data on the identification of the disadvantaged and handicapped students at the local level be provided to local program planners.
2. That efforts be continued to involve the disadvantaged and the handicapped students in vocational programs through an expanded public information system at the local level.
3. That the development of work evaluation centers and individualized instruction programs, and the training of specialized vocational education personnel for teaching the disadvantaged and handicapped be continued.
4. That district planning guides include specific provisions for in-service training of regular vocational education instructors who teach the disadvantaged and the handicapped.

Item of Inquiry:

3. Were the State's goals and priorities related appropriately to other manpower development in the State?

Findings and Conclusions:

There were no specific indications that the State's goals and priorities are related to other manpower development efforts in the State, that is, to such elements as private schools and industry. However, the FY 74 State Plan indicates that the "other sector" output which contributes to the labor supply has been given consideration in the development of the State Plan. Thus, Manpower Training, Apprenticeship Program completions and on-the-job training of business and industry were included in the "output" data. The FY 74 State Plan further states that data on output from "representative" vocational schools in the private sector will be available.

Recommendation:

That, in the interest of developing more realistic labor supply and demand information on a regional and statewide basis, a closer relationship between the State's goals and priorities and other sources of labor supply be effected.

Item of Inquiry:

4. Were procedures set forth in the State Plan to accomplish each stated goal or objective?

Findings and Conclusions:

Procedures were set forth in the FY 73 State Plan to accomplish each stated goal or objective. These procedures were stated in terms of "activities" and, for the most part, were definitive and stated explicitly. In some instances, there was no indication precisely how an activity was to be carried out. In almost all instances, the "activity" centered on the State staff; it would appear that a greater emphasis should be placed upon local involvement and responsibility for carrying out the "activities" designed to meet the goals and/or objectives. It is noted that the FY 74 State Plan more specifically identifies level of responsibility.

Recommendations:

1. That objectives in all instances be stated explicitly so that the State Plan has greater utility as a planning and implementation document at the local level.
2. That objectives, when applicable at the local level, be so identified as a means for pinpointing responsibility and accountability.

Item of Inquiry:

5. To what extent were the State's goals met during FY 73 and to what extent and in what ways does this represent an improvement over FY 72?

Findings and Conclusions:

The extent to which the State's goals were met during FY 73 and the extent to which this represents an improvement over FY 72 is perhaps best reflected in the public school enrollment increases and other growth factors shown for FY 73 as compared to FY 72.

Enrollment in public school community college vocational programs increased from 604,878 in FY 72 to 709,006 in FY 73, an increase of 17.22 percent. (See Appendix A, Table III) An additional, closely related growth factor is that of growth in the number of enrollments by program area shown in Table V, page 27, and the enrollments and completions depicted in Figure 1, page 38. In FY 73, school districts offered a total of 2,261 programs. (See Appendix A, Table VI) Such growth, in turn, also reflects additional funds for personnel, equipment, and facilities. Instructional units increased from 5,200 in FY 72 to 6,420 in FY 73, an increase of 22 percent.

Other growth factors which reflect goal accomplishments and improvements, are enrollment increases in *other sectors*, namely: (1) Apprenticeship Programs, Appendix A, Table VIII; (2) Vocational Rehabilitation, Appendix A, Table IX; (3) Manpower Development and Training, Appendix A, Table X; and (4) Division of Youth Services, Appendix A, Table XI. Increased teacher and local administrative staff services shown in Appendix A, Table XII, also reflect growth factors. The 1972 session of the Legislature provided 321 instructional units for the support of occupational specialists. Although specific data are not available yet, it is understood that most, if not all, of these positions were filled, thus providing additional ancillary services to many students and reflecting substantial growth in meeting the State's goals.

Additionally, examples of supportive activities which were carried out in increased numbers during FY 73 were:

- in-service training and teacher workshops,
- dissemination of research and evaluation findings,
- further implementation of the experimental "Learner Oriented Occupational Materials" (LOOM) and "Fusion of Applied and Intellectual Skills" (FAIS),
- local and statewide curriculum development projects, and
- expanded youth organization services

These activities were designed to meet annual objectives and, when carried to completion, will reflect positively on contributing to the stated goals.

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Except in isolated instances, it is not possible to determine the extent to which a given goal was met since objectives were not identified with prescribed degrees (extent) of completion.

Recommendations:

Recommendations for this item are noted under "Recommendations" for Item of Inquiry 1, page 4.

GOAL II: EVALUATION SHOULD FOCUS UPON THE EFFECTIVENESS WITH WHICH PEOPLE
AND THEIR NEEDS ARE SERVED

"The State Advisory Council shall—

*Evaluate vocational education programs, services, and activities
under the State plan, and publish and distribute the results
thereof."*³

Item of Inquiry:

1. Are valid data available for planning purposes (for example, manpower needs, job opportunities, and employer needs)?

Findings and Conclusions:

Adequate, valid data are not available for planning purposes. One of the major deterrents to the effective and orderly development of a statewide program of vocational education is the lack of valid and timely labor market information. Without such data, provided on a continuing basis, neither state, regional nor local planning and evaluation can be meaningful. That such data are not available has been a major issue in vocational education in recent years and continues to be so.

Recommendations:

1. That the State Board of Education institute the means whereby valid labor market data for planning and evaluation purposes are made available to the several State and non-state agencies in need of such data, and that, more effective coordination in data collection and utilization be developed between those agencies.
2. That labor market data be compiled with sufficient specificity and in a format that will facilitate planning educational programs by specific population groups, such as the Seminole Tribe of Florida.

Item of Inquiry:

2. To what extent is there coordination of training opportunities among public agencies?

Findings and Conclusions:

There is extensive coordination among State agencies for providing training opportunities which utilize public funds. Specifically, the Florida Department of Education has written agreements of cooperation and coordination with the Division of Vocational Rehabilitation, the Division of Youth Services, the Division of Corrections—all within the Department of Health and Rehabilitative Services—and with the Division of Labor and Employment Opportunities, Florida Department of Commerce. Also the

³ *Ibid.*, page 1.

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Department of Education has formulated an internal agreement between the Division of Vocational Education and the Exceptional Child Education Section. Active involvement by the Director of Vocational Education in the State Manpower Planning Council further assures an effective relationship among agencies concerned with training opportunities.

This effort of coordination has resulted in: (1) the timely and effective exchange of information and other vital data; (2) the financial support of programs by the Division of Vocational Education in the Division of Corrections and the Division of Youth Services; (3) training program opportunities for selected personnel of the Division of Youth Services and the Division of Corrections and the development of Work Evaluation Programs and the training of personnel for these programs. Under the latter program, work evaluation stations have been funded by the Division of Vocational Education, and personnel training has been conducted by the University of South Florida.

Recommendations:

1. That the excellent working relations and the resulting coordination of training opportunities among the several State agencies be continued.
2. That the Manpower Development Training Program at the Apalachee Correctional Institution be continued and that the concept be expanded to other similar institutions.

Item of Inquiry:

3. To what extent is there coordination and articulation among secondary, post secondary, and adult education agencies?

Findings and Conclusions:

Coordination and articulation among secondary, post secondary, and adult education agencies has been strengthened and extended considerably during the past two years. Progress has been made within school districts, that is, between secondary schools and vocational centers and in the coordination of programs and services to students, and between school district elements and programs in departments of vocational education in community colleges. Three principal factors appear to have affected this improvement:

- a. The establishment of the Community School concept, with State funding support, has prompted a closer working relationship among educators in many districts. The coordinated use of facilities and staff has undoubtedly prompted greater coordination and cooperation than heretofore.
- b. State Board of Education Regulations require coordinating councils in those districts (counties) in which a junior/community college is located. Representatives of the district school board and of the junior/community college, in most instances, have cooperated to coordinate their several responsibilities. This has been especially significant in cases (13) where the junior/community college is the designated area vocational school, serving not only post secondary youth and adults but some high school students as well.

- c. The impact of the Comprehensive Program of Vocational Education and Career Education has encouraged coordination and cooperation between and among many schools at various levels in almost every district of the State. Such coordination is evident in those instances where pilot efforts in exemplary programs and career education are underway.

Recommendation:

That the Florida Department of Education continue and expand the emphasis on leadership training for administrative and supervisory personnel at the district level in an effort to promote and to develop the potential for more effective coordination and articulation among the several levels of public education.

Item of Inquiry:

4. To what extent do educational institutions assure job placement of graduates?

Findings and Conclusions:

Data are not available to determine the extent to which, if at all, educational institutions assure job placement of graduates. In the past, very few vocational programs or institutions provided formal placement services. Generally speaking, only the individual vocational instructors made efforts in varying degrees to assist their students in job placement.

During the last five years the Vocational Division has promoted a statewide placement program through Vocational-Technical (Vo-Tech) Days. Business and industry and other employers in the local area are invited to meet the potential graduates on a designated, pre-planned day. In 1972, seventeen such Vo-Tech Days were conducted with varying degrees of success. In 1973, twenty Vo-Tech Days were held and 25 Vo-Tech Days are projected for FY 74.

It is highly significant to note that the 1973 session of the Florida Legislature enacted legislation requiring district school boards to maintain job placement and follow-up services for students graduating from or leaving the public school system, effective September, 1974. Valid data collected as a result of this effort will be available in vocational planning and evaluation efforts.

Recommendations:

1. That the State Board of Education take such action as it may deem necessary to assure full compliance with the legislative provisions for job placement and follow-up services.
2. That the State Board of Education require the junior/community colleges to maintain job placement and follow-up services for their graduates. Unless valid, compatible data are available on job placement and follow up from all institutions providing vocational education, effective planning and evaluation are not possible.

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Item of Inquiry:

5. To what extent is vocational education involved in total manpower development programs of the State?

Findings and Conclusions:

The extent of involvement from the positive side is indicated under Goal 1, Item of Inquiry 3, where it is indicated that Manpower Development Training, Apprenticeship Programs and on-the-job training by business and industry are reflected in the FY 74 State Plan data for total manpower development. They are not so reflected for FY 73, however. These involvements are in addition to the conventional secondary, post-secondary and adult education programs offered throughout the State.

On the negative side, it seems appropriate to note that the State, despite its involvement for almost three years, is no longer providing special training programs for new and expanding industries.

Recommendation:

That the State Board of Education request legislative action to re-establish and to fund the Industry Services Program, designed to provide training programs for new and expanding businesses and industries.

Item of Inquiry:

6. To what extent are vocational education opportunities available to all people at the secondary, post secondary, and adult levels?

Findings and Conclusions:

Vocational education opportunities at the postsecondary and adult levels are now within commuting distance of approximately 98 percent of the population. Since 1971, all school districts have developed "a minimum of five programs," at one or more secondary schools. However, it is estimated that existing vocational programs and facilities in FY 73 would have limited direct job-related vocational education opportunities to fewer than 50 percent of the high school population.

Two significant developments in recent years have given great impetus to the expansion of vocational programs and services in the State. In 1963, the State Legislature authorized the establishment of area vocational-technical centers under district school boards and departments of vocational education under junior college jurisdiction. This action firmly established and provided the basis for tremendous expansion of vocational programs at the post-secondary level as well as strengthening capabilities for support of adult programs and, in some rural areas, for high school students.

In 1970, the Legislature enacted eight bills, now known as the "Vocational Education Package of 1970," which established the Comprehensive Vocational Program for Career Development. This legislation placed vocational education squarely before the public and gave impetus to the new wide spread effort in career education.

Specific data were not provided for the study concerning the number of secondary schools providing vocational programs. Appendix A, Table VI, however, reflects the number of vocational programs offered in each occupational area in each school district for FY 73.

A comparison of students served in secondary vocational programs with the total enrollment in secondary schools reveals that almost 20 percent of the secondary school (7-12) students were enrolled in job-related instructional programs in 1973. This is not a laudable percentage. Projections call for 57 percent of all high school youth to be enrolled for at least two years in a skill development program by 1978. An additional 15 percent were enrolled in consumer and homemaking programs. Of the total enrollments in grades 7-9 in 1972 (420,768), 38 percent were enrolled in pre-vocational programs.

In FY 73, there were 35 post-secondary institutions providing vocational programs and services. Twenty-two of these were area vocational-technical centers under district school boards, and 13 were departments of junior community colleges. In addition, several other junior colleges have vocational programs, and the remaining (some 15) junior colleges provide two-year technical and health related programs. Each of these 35 institutions is located in a different district so that there was no unnecessary duplication of effort.

Under new legislative stipulations, local school boards may request the designation of a local high school(s) as an area vocational school. Under this provision, federal, state, and local funds are combined for expanded facilities for vocational programs. At this time, some 40 districts have made designation requests.

Recommendations:

1. That the State Board of Education continue, and increase, its efforts to make funds available to community colleges and school districts for the construction of vocational education facilities in the State of Florida.
2. That the apprenticeship concept of training skilled manpower be expanded. Immediate expansion of the number of pre-apprenticeship programs is further recommended to enhance growth of the apprenticeship concept.

Item of Inquiry:

7. To what extent is career education provided to all elementary and middle grade pupils?

Findings and Conclusions:

Two principal thrusts in career education at the elementary level were in effect during FY 73. Under State direction there was effort to develop, implement, and evaluate experimental career awareness programs designed to serve students in grades 1-6. In this effort 11 career awareness programs were in operation, serving 6,100 elementary students. Under school district direction, 199,000 students (25 percent of total enrollments in grades 1-6), were offered career education through regular class instruction and through personal guidance and counseling. It is estimated that approximately 40 percent of the students in grades 7-9 (420,768) were offered pre-vocational programs in FY 73.

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The 1973 session of the Legislature appropriated \$5 million from the General Revenue Fund for the development and implementation of a model career education program in each school district in the State. It has been estimated that special funding will be needed for three years while career education is becoming an integral part of the regular on-going curriculum.

Recommendation:

That the State Board of Education make every effort to assure the continued financial support of career education through an appropriation by the 1974 Legislature.

Item of Inquiry:

8. To what extent were ancillary services provided students and teachers in FY 73?

Findings and Conclusions:

Complete and final data concerning this area of inquiry were not available. However, some indication of the positive movement supporting the expansion and strengthening of vocational education was in evidence:

- a. The Bureau of Research and Evaluation initiated and coordinated some 70 research, exemplary, and evaluation programs in elementary secondary schools, area vocational technical centers, community colleges, and universities.
- b. Staff development workshops at the local level served almost 7,000 teachers, administrators, and guidance personnel.
- c. State funds were available to school districts for the employment of 321 occupational specialists throughout the State for service to students at all levels.
- d. Teachers in approximately 215 schools were given assistance in the development of performance objectives.
- e. Students at the secondary level were provided leadership training and participation opportunities through an expanded program of youth organizations. Approximately 100 new youth organization chapters were organized.

Recommendation:

That an analysis be made of the allocation and expenditures of Federal Vocational Funds, Parts A through I, to assist in determining if an appropriate amount of funds is being used to support ancillary services.

GOAL III: EVALUATION SHOULD FOCUS ON THE EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION

*"The annual evaluation report of the State advisory council may be accompanied by such comments of the State board as it deems appropriate. The recommendations of the State advisory council shall be considered by the State board in developing the State plan for the ensuing year. Response in writing to each recommendation shall accompany the State plan and may include among other matters, the results of evaluations by the State board of programs, services, and activities which support, supplement, or differ with the evaluation results of the State advisory council."*⁴

The Council feels that its fiscal years 1970, 1971, and 1972 Annual Evaluation Reports have been well received by the staff of the State Board for Vocational Education. The Vocational Division Director presented to the Council during a regular meeting on May 10, 1973, a report entitled, "Activities Designed to Achieve Recommendations of the State Advisory Council on Vocational and Technical Education." This report was updated in September by the Director and shows that most of the recommendations are being considered for implementation or they are in some stage of implementation. However, there are a few places in which the Council feels that a more direct or definitive response would have enabled the Council to better assess the appropriateness and effectiveness of its evaluation efforts.

Item of Inquiry:

1. What action has resulted from the Council's previous year's recommendations and to what extent do these actions fulfill the intent of the recommendations?

As suggested in the "Goals and Recommendations for State Advisory Council Reports" provided by the U. S. Office of Education and the National Advisory Council on Vocational Education, listed below in a condensed form are the recommendations made in the Florida Council's fiscal year 1972 Annual Evaluation Report and a synopsis of the response to each recommendation.

FY 1972 RECOMMENDATIONS AND RESPONSES

1. That in Part II of the State Plan for Vocational Education, labor supply and demand data be compiled using additional sources to provide valid data on job opportunities and manpower needs for planning purposes. Specific recommendations for preparing labor supply and demand table(s) include:
 - a. Other sector output should specifically consider private school output.
 - b. Occupational and geographical mobility coefficients should be utilized.
 - c. High and low supply and demand occupations should be identified according to geographic areas of the State.

⁴ *Ibid.*, page 1.

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The response to this recommendation indicates that:

- a) "Output of private schools has not been included in the past because information was not available; however, a survey is being made of output from representative private vocational schools and will be included in the 1973-74 Plan."
- b) "Occupational mobility of people is considered in planning vocational programs throughout the State. For example, the publication "Opportunities for Work in Principal Areas of Florida" is circulated twice a year to district vocational directors. Information from the publication is incorporated in Part II, Tables 1 and 2 of the State Plan. In addition, other studies are being made for inclusion in Part II, Table 3 of the State Plan."
- c) "High and low supply and demand occupations are reported in "Opportunities for Work in Principal Areas of Florida," which is used at local and state levels for planning new and expanded programs of vocational education in Florida. Supply and demand summaries to predict expansion and replacement needs of the labor force by geographic areas need to be improved. The Department of Education, the Department of Commerce, and other state agencies needing manpower information are combining available resources through the State Manpower Council for establishing a cooperative unit to gather, compile and make available labor market need information on a continuing basis."
2. The response to the recommendation "that all goals and objectives [in the State Plan] be clearly stated and that objectives be stated in quantitative and measurable form" indicates that "the State Plan for FY 1973-74 is being developed in a format which requires reporting of goals, objectives, and outcomes for specified years. Goal-related objectives will be stated in quantitative and measurable terms; and will indicate whether state or local levels have the responsibility for achieving the objective."
3. The response to the recommendation "that for each goal and objective priority ranking be assigned on an annual and long-range basis according to program, level, target group, and geographical location" indicates that "priority rankings for specified activities are included in the State Plan. Through a funding guide, district, community college and university priorities are transmitted annually. . . . Requests are reviewed giving consideration to program, level, target groups and geographic location in establishing state priorities . . . in the Annual Plan."
4. The response to the recommendation "that data used for planning purposes be consistent within the State Plan for [a] given year and for successive years" states that "the inconsistencies in data used for planning vocational programs have been removed through the use of improved data collection techniques."
5. The response to the recommendation "that efforts be continued to distribute copies of Part II--"Annual and Long Range Plan" as near the beginning of each fiscal year as possible" indicates that "the State Plan for 1973-74 was distributed within thirty days after approval by the Department of Health, Education, and Welfare."

6. The response to the recommendation "that district directors and community college deans of vocational and technical education be consulted in the early stages of State Plan revision" indicates that "district directors and community college deans were consulted in early stages of the revision of the State Plan. Suggestions submitted by these individuals are being compiled into a report and will be used in developing the next State Plan."
7. The response to the recommendation "that a glossary of commonly used vocational and technical [education] terms be included as an appendix [in the State Plan] ... and that ... definitions should be consistent with those in ... some ... recognized authority" indicates that "a glossary of vocational-technical education terms used throughout Florida will be included in the State Plan for 1973-74."
8. The response to the recommendation "that cost-benefit analysis of additional vocational-technical programs be conducted on a sample of programs in secondary schools, area vocational-technical schools and community colleges" indicates that "a proposal to conduct, on a sample basis, cost-benefit analyses of vocational courses is being developed."
9. The response to the recommendation "that part of the "Benefit Cost Comparison of Vocational Programs" study that is related to student cost-benefit ratios be summarized and provided guidance counselors and local vocational educators" indicates that "arrangements are being made to use findings of cost-benefit studies in a brochure for wide distribution to students, parents, businessmen, counselors and other interested persons."
10. The response to the recommendation "that a study be made to determine the vocational-technical education needs of handicapped persons in counties that do not have programs and/or County Coordinating Councils, and that appropriate State and area consultants provide appropriate leadership to assist counties in determining needs, identifying resources, and planning comprehensive programs of vocational-technical education for the handicapped" indicates that "... staff will provide assistance to educators in identifying needs and providing programs to meet those needs. Forty districts now have programs. ... [and] according to projected plans forty-five districts will have programs during the 1973-74 school year."
11. The response to the recommendation "that job opportunity surveys [for handicapped persons] be conducted on a local level and updated annually" indicates that "federal vocational education funds have been provided to support surveys of employment opportunities for the handicapped in ... Lee, Pasco, and Sarasota counties." and "Usually school districts utilize special education, vocational education, vocational rehabilitation, and guidance personnel to determine job opportunities. ..."
12. The response to the recommendation "that the development of work evaluation centers and training of specialized vocational education personnel for teaching the handicapped—such as teacher aides, work evaluators, occupational specialists—be continued" indicates the following:

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- a) ... work evaluation units were funded for Sarasota, Hillsborough, and Pinellas school districts as well as nine work evaluation centers within the Division of Corrections and four within the Division of Youth Services.
 - b) Provisions were made through the University of South Florida to train persons as work evaluators in school districts, the Division of Youth Services, the Division of Corrections, and other public or private non-profit institutions having responsibility for the handicapped.
 - c) These ... programs are open to teachers, occupational specialists, and others who wish to learn more about the techniques and methods of evaluating handicapped students to determine their vocational interests, aptitudes and needs.
 - d) The [Vocational] Division ... has established a close working relationship with Exceptional Child Education Section and the Division of Vocational Rehabilitation to meet identified educational and rehabilitative needs of the handicapped.
13. The response to the recommendation "that ... district vocational education plans include specific provisions for inservice training of regular vocational education instructors who teach the handicapped; that the present state funding support be continued and increased as the need increases" indicates that "five workshops are being planned for the summer of 1973."
 14. The response to the recommendation "that as future state goals and objectives are developed [for handicapped programs] and become part of the State Plan ... that criteria for measuring program effectiveness also be developed" indicates that "state goals and objectives and criteria for measuring their effectiveness are being developed."
 15. The response to the recommendation "that state level leadership be exerted through the State Coordinating Council for Education of the Handicapped, or other appropriate channel(s), to develop ways to provide vocational and technical education for a larger percentage of the handicapped who are emotionally disturbed and socially maladjusted" indicates that "needs of the emotionally disturbed and socially maladjusted are served by a combination of resources from agencies which share responsibilities for persons with these handicapping conditions. The Beggs Education Center in Pensacola is an example of organizing many agencies with resources to cope effectively with the entire complex of social and educational problems associated with the emotionally disturbed and socially maladjusted."
 16. The response to the recommendation "that [the] commendable effort to keep open and uncomplicated communication, coordination and cooperation between agencies serving the handicapped be continued" indicates that "the efforts ... are being maintained and expanded."
 17. The response to the recommendation "that specific consideration be given in all program planning to effect community acceptance of the handicapped" indicates

that "currently, the Division [Vocational] is beginning a public awareness program to inform the public of vocational education opportunities for the handicapped and disadvantaged.

This will be accomplished through film, brochures, a television spot announcement campaign, public gatherings and other media."

18. The response to the recommendation "... that the continued development and implementation of a total Management Information System (MIS) for Vocational Education be given high priority. ... [and] two shortcomings that should receive additional consideration are the (1) lack of linkage with industry and employment offices and (2) the apparent lack of coordination and integration with other management information systems within the Florida Department of Education" provides the following information:
 - a) The first phase of the Florida Vocational, Technical and Adult Education Management Information System (FVTAEIS) was implemented on July 1, 1971 in the twenty-two area vocational technical centers and four districts.
 - b) All the schools offering vocational, technical and adult education courses in the remaining districts were phased into the system July 1, 1972.
 - c) ... sub-systems. ... include instructors, students, courses, programs, space and facility utilization and student follow up.
 - d) It is intended for FVTAEIS to be fully implemented by the close of 1973-74.
 - e) As the student follow-up sub-system is further developed and utilized, there will be increased linkage with industry and state employment offices.
 - f) The information system is coordinated and integrated with other information systems within the Florida Department of Education.
19. The response to the recommendation "... that resources be provided for developing and implementing a comprehensive public information program for vocational-technical education" indicates that "several activities. ... have been initiated on a statewide basis this year. Brochures, television commercials, ... and a network of community relations representatives have been developed to tell the story of vocational education to interested persons throughout the State."
20. The response to the recommendation "... that each district school board and community/junior college board of trustees has an organized and active general advisory committee and appropriate program advisory committees for vocational and technical education. ..." indicates that "a recent survey shows that some 5800 persons are members of organized general or occupational advisory committees serving thirty District School Boards and fourteen Community College Boards of Trustees."

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21. The response to the recommendation "... that the problem of funding facilities for vocational and technical education be given attention at the earliest possible date. ..." indicates the following:

- a) Section 236.076, Florida Statutes, requires that the State Board of Education give priority to vocational education capital outlay needs at the secondary level in all further allocation of federal funds for construction.
- b) As of September 20, 1973, thirty-two high school vocational departments designated as area schools have been approved in twenty-six districts.
- c) During 1972-73, \$1,500,000 in federal funds were allocated...for use at fourteen designated high schools...to construct facilities...for high school students...It is projected that a like sum...will be allocated to other districts in 1973-74.
- d) ...completion of new facilities at [existing] centers serving Manatee, Sarasota, Washington, Holmes, Suwannee, Lake and Polk School Districts. Newly completed facilities at designated vocational school departments of several community colleges—Okaloosa-Walton, Lake City and Seminole—became available for use during Fiscal Year 1973.
- e) During Fiscal Year 1973, second area center planning in selected districts has progressed into the architectural presentation of institutions for Dade, Palm Beach and Pinellas Districts, and a completed second center in the Broward District is ready for occupancy.

Item of Inquiry:

2. What factors influenced the success or failure of the implementation of the recommendations?

The Council has not attempted to determine specific factors that influenced the "success or failure" of the implementation of its recommendations. The state-wide vocational and technical education program is complex, has many social and economic constraints, and involves elements located in the four divisions of the Florida Department of Education. The consideration given the recommendations and the activities designed to implement them have been summarized on pages 27-32.

Item of Inquiry:

3. To whom were recommendations made and what follow through is being maintained by the Council?

As specified in the *Federal Register*,⁵ the Council plans to continue submitting its Annual Evaluation Report to the State Board. And, while carrying out its assigned responsibilities, the Council anticipates working closely with the Vocational Division and other Divisions of the Department of Education on activities relating to vocational education.

⁵ *Ibid.*, page 1.

To help raise its level of information and to avoid unnecessary duplication of effort, the Council would appreciate receiving on a *timely and continuing basis* copies of research reports, evaluations, statistical reports and blanket memoranda directed to education agencies and institutions in the State that relate to the Council's mandated functions and responsibilities.

After additional study and deliberation, the Council submits for continued emphasis and/or additional consideration the following recommendations which were contained in the FY 1973 Annual Evaluation Report.

1. The Council recommends that the instrumentality of vocational and technical education be retained in the Florida Department of Education at the Division level.

After considering the State level administrative structure for vocational and technical education, the Council developed and adopted a position statement which provides the basis for this recommendation. The Council believes that the reasons enumerated are still valid (Appendix C).

2. The Council recommends that the continued development and implementation of a total Management Information System (MIS) for vocational education be given high priority.

The Council is aware of the commendable progress that has been made toward accomplishing this recommendation and realizes there are many problems involved. However, the Council has found it difficult to perform its mandated evaluation function because timely and adequate information has not been available on the FY 73 programs as put forth in the State Plan.

3. The Council recommends that each (1) district school board and community/junior college board of trustees have an active general advisory committee and appropriate program advisory committees for vocational and technical education. The Council further recommends that (2) State level vocational education leadership develop and implement a positive action program to assist school district and community/junior college staff to effectively utilize lay advisory committees for the purposes of advising the respective boards on the development, operation, and evaluation of occupational programs.

Florida State Board of Education Regulation 6A-6.88 and Junior College Regulation 6A-8.571 provides for the appointment of general advisory committees to "...advise the board on the development, operation and evaluation of the occupational programs offered." Further provisions are made to insure that "...the membership shall be broadly representative of the major social and economic elements of the community."

The Rules and Regulations of the U. S. Office of Education [(Sub-part A, Section 102.4(e)(2)] require that "...the program of instruction shall be developed and conducted in consultation with employers and other individuals or groups of individuals (such as local advisory committees) having skills in and substantive knowledge of the occupations or the occupational field included in the instruction."

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4. The Council recommends (1) that the *State Plan for the Administration of Vocational Education* include a glossary of commonly used vocational and technical education terms and that it be jointly approved by the Vocational Division and the Division of Community Colleges, (2) that the approved glossary of terms be used consistently in all policies, regulations, management information systems, and reports, and (3) that the definitions be consistent with those in the publication below and other recognized national publications. ("Standard Terminology for Curriculum and Instruction in Local and State School Systems--Handbook VI," Superintendent of Documents--Catalog No. HE5.233:23C52, 1970)

The implementation of the above recommendations should provide: (1) common descriptors for planning documents, (2) uniform data base for reporting, and (3) assurance of consistent information and data for state and local management.

SELECTED STATISTICAL TABLES

The Council contracted with the University of West Florida to:

- (a) develop a model and procedure for evaluating the effectiveness of vocational programs, services, and activities in Florida,
- (b) develop a data collecting and processing system, and
- (c) conduct an evaluation and present a report to the Florida State Advisory Council on Vocational and Technical Education at the end of FY 1973.

The Council has utilized freely selected findings from this research activity in preparing this annual report. The statistical tables included in Appendix A were excerpted from the report submitted to the Council.

Copies of the completed University of West Florida evaluation research report will be sent to the Florida Commissioner of Education and selected persons in the four divisions of the Florida Department of Education, community college presidents, area vocational and technical center directors, district school superintendents, and local vocational administrators. Single copies are available from the Council office and will be distributed upon request until the limited supply is exhausted.

TABLE I
ENROLLMENTS AND COMPLETIONS
OF VOCATIONAL EDUCATION PROGRAMS FOR FISCAL YEAR 1973.
AND PROJECTED MANPOWER NEEDS FOR 1973, 74, and 1975

Job Related Inst. Programs	1973 Student		Projected Expansion & Replacement Needs		
	Enrollments	Completions	1973	1974	1975
Agriculture	36,568	11,348	21,788	22,117	22,514
Business Education	114,700	39,402	41,344	42,260	43,228
Distributive Education	65,299	32,864	40,555	41,379	42,237
Health Occupations	30,053	11,421	10,810	11,483	11,670
Home Ec. Occupation Prep.	55,826	25,570	14,831	15,124	15,430
Industrial Education	112,536	46,757	52,158	52,466	53,693
Technical Education	41,720	11,441	13,262	13,692	14,149
TOTALS	456,702	178,803	194,748	198,521	202,921

NOTE: Totals do not include enrollments and completions in home economics, consumer education, industrial arts, diversified education, work experience, and the job entry program.

TABLE II

STUDENT ENROLLMENTS AND COMPLETIONS IN VOCATIONAL EDUCATION
FOR FISCAL YEAR 1973

Program Area	Student Enrollments			Total	Student Completions
	Regular	Disadvantaged	Handicapped		
Agriculture	28,529	6,232	1,807	36,568	11,348
Business Ed.	103,532	9,830	1,338	114,700	39,402
Distributive Ed.	59,321	5,700	278	65,299	32,864
Divers. Occup.	7,138	1,668	347	9,153	3,790
Health Occup.	27,216	2,493	344	30,053	11,421
Home Ec. Occup.	47,489	6,909	1,428	55,826	25,570
Home Ec.-Consumer	154,210	18,374	3,061	175,645	83,681
Industrial Ed.	99,027	11,123	2,386	112,536	46,757
Industrial Arts	42,987	3,975	1,181	48,143	14,686
Technical Ed.	40,763	771	186	41,720	11,441
Work Experience	1,979	13,521	400	15,900	5,413
Job Entry	3,107	271	85	3,463	933
TOTAL	615,298	80,867	12,841	709,006	287,306

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TABLE III

ENROLLMENTS IN VOCATIONAL EDUCATION
(Includes Junior and Community Colleges)

Level/Year	1969	1970	1971	1972	1973
Below Grade 9	3,051	-----	33,432	41,728	-----
Secondary	152,745	186,096	201,316	260,082	385,949
Post secondary	83,717	118,232	69,634	75,173	110,825
Adult	171,526	169,682	167,437	176,495	212,232
TOTALS	411,041	474,010	461,539	604,378	709,006

TABLE IV

STUDENTS COMPLETING JOB RELATED
VOCATIONAL PROGRAMS

Program/Year	1969	1970	1971	1972	1973
Agriculture	2,781	7,936	3,455	2,897	11,348
Business	8,654	13,976	18,621	23,640	39,402
Distributive Ed.	2,668	12,848	13,902	12,027	32,864
Health Occup.	2,562	-----	-----	-----	-----
Health Occup.	3,355	2,294	5,397	7,320	11,421
Home Ec. Occup. Prep.	914	1,608	4,149	5,888	25,570
Trades & Industry	7,113	24,839	16,964	14,595	46,757
Vocational Education	1,354	2,142	3,293	3,994	11,441
TOTALS	29,613	69,657	65,281	70,361	178,803

-----Data not reported

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TABLE V

ENROLLMENT IN VOCATIONAL EDUCATION
(Includes Junior and Community Colleges)

Program Year	1969	1970	1971	1972	1973
Agriculture	21,696	22,416	25,395	34,813	36,568
Bus. & Office Occup. Ed.	86,468	108,528	77,546	102,784	114,700
Distributive Ed.	46,761	52,146	38,898	52,568	65,299
Health Occup.	7,600	10,822	15,108	20,384	30,053
Home Ec.-Gain	-----	-----	-----	-----	55,826
Home Ec.-Consumer	159,387	170,205	170,116	217,218	175,645
Technical Ed.	19,020	23,892	28,116	28,771	41,720
Industrial Arts	-----	-----	-----	-----	48,143
Trades & Ind. Ed.	62,944	86,001	94,280	130,308	112,536
Diversified Ed.	4,106	(in above)	4,446	6,336	9,153
Work Experience	3,053	(in above)	7,634	11,696	15,900
Job Entry	-----	-----	-----	-----	3,463
TOTALS	411,041	474,010	461,539	604,878	709,006

----- Data not reported

TABLE VI

VOCATIONAL PROGRAMS OFFERED IN FY 1973
(Excludes Junior & Community Colleges)

STUDENT	Enrollments	Completions	SCHOOL DISTRICT (County)	PROGRAMS										TOTAL
				Agriculture	Business Ed.	Distributive Ed.	Divers. Occup.	Health Occup.	Home Ec.-Occup.	Home Economics	Consumer	Industrial Ed.	Technical Ed.	Work Experience

856	599		Alachua	11	3	1	1	2	3	7	7	14	0	0	43
178	0		Baker	1	4	0	0	0	1	5	5	1	0	0	13
1,986	613		Bay	1	10	1	1	4	3	7	7	17	0	1	45
1,019	314		Bradford	8	9	1	1	1	1	4	4	15	2	0	42
3,013	1,217		Brevard	2	6	3	1	1	6	6	6	17	2	0	46
17,514	7,798		Broward	5	9	16	1	6	6	7	7	30	0	1	83
263	0		Calhoun	2	2	1	1	0	1	5	5	3	0	0	15
468	357		Charlotte	6	7	1	1	1	2	7	7	2	1	0	31
700	341		Citrus	13	8	3	1	1	3	6	6	9	0	0	44
449	147		Clay	0	9	0	1	2	2	7	7	3	0	0	24

TABLE VI

VOCATIONAL PROGRAMS OFFERED IN FY 1973
(Excludes Junior & Community Colleges)

Enrollments	Completions	SCHOOL DISTRICT (County)	Agriculture	Business Ed.	Distributive Ed.	Divers. Occup.	Health Occup.	Home Ec. Occup.	Home Economics Consumer	Industrial Ed.	Technical Ed.	Work Experience	TOTAL
526	143	Collier	5	5	1	1	4	5	5	3	1	0	30
379	35	Columbia	7	4	1	1	0	3	6	7	0	1	30
30,435	9,590	Dade	5	13	17	1	11	5	6	47	6	1	118
216	70	DeSoto	6	8	0	1	1	2	1	2	0	0	22
104	0	Dixie	3	3	0	0	0	1	0	4	0	0	11
5,523	3,820	Duval	11	8	3	1	1	5	7	32	1	1	75
2,902	1,200	Escambia	6	6	3	1	2	2	7	15	1	0	43
72	0	Flagler	1	1	0	0	0	2	1	1	0	0	7
77	23	Franklin	4	1	0	0	0	1	6	2	0	0	14
257	50	Gadsden	4	2	0	0	0	2	7	0	0	0	15
74	57	Gilchrist	3	4	0	0	0	1	1	2	0	0	11

TABLE VI
 VOCATIONAL PROGRAMS OFFERED IN FY 1973
 (Excludes Junior & Community Colleges)

Enrollments	Completions	SCHOOL DISTRICT (County)	Agriculture	Business Ed.	Distributive Ed.	Drivers, Occup.	Health Occup.	Home Econ. Prep.	Home Economics	Industrial Ed.	Technical Ed.	Work Experience	TOTAL
33	0	Glades	2	1	0	0	0	0	1	1	0	0	5
104	0	Gulf	3	2	0	1	0	0	3	3	0	0	14
158	0	Hamilton	5	6	0	1	1	1	3	2	0	1	20
91	9	Hardee	2	1	0	1	1	0	1	1	0	0	7
113	30	Hendry	4	1	0	1	0	1	3	2	0	0	12
343	10	Hernando	4	4	1	1	0	5	6	12	0	0	23
373	223	Highlands	8	5	0	1	0	2	7	1	0	0	25
8,284	5,001	Hillsborough	11	15	3	1	9	6	7	25	3	1	81
114	78	Holmes	4	0	0	0	0	2	6	0	0	0	12
407	304	Indian River	4	5	1	1	0	4	3	2	1	0	21
293	95	Jackson	8	2	0	1	0	3	5	0	0	0	20
108	0	Jefferson	3	0	0	1	0	1	2	2	0	0	9
41	0	Lafayette	2	0	0	0	0	0	2	1	0	0	5

TABLE VI
VOCATIONAL PROGRAMS OFFERED IN FY 1973
(Excludes Junior & Community Colleges)

Enrollments	Completions	SCHOOL DISTRICT (County)	Agriculture	Business Ed.	Distributive Ed.	Divers. Occup.	Health Occup.	Home Ec. Occup.	Home Economics Consumer	Industrial Ed.	Technical Ed.	Work Experience	TOTAL
1,103	254	Lake	8	9	1	1	5	4	6	8	0	1	44
1,283	453	Lee	3	5	1	1	2	1	7	13	0	1	35
2,631	941	Leon	8	12	5	1	3	5	6	22	1	1	66
282	223	Levy	6	4	0	1	0	1	5	2	0	0	19
60	45	Liberty	4	1	0	0	0	1	6	1	0	0	13
148	84	Madison	3	2	0	0	0	1	5	0	0	0	11
2,302	1,052	Manatee	9	8	1	1	3	5	6	14	0	0	48
1,708	795	Marion	12	11	3	1	0	5	7	16	1	1	59
582	157	Martin	0	6	2	1	1	4	1	5	0	0	20
514	106	Monroe	0	6	1	1	1	2	6	7	2	0	26
351	0	Nassau	5	5	0	1	1	3	5	5	0	0	25

TABLE VI
VOCATIONAL PROGRAMS OFFERED IN FY 1973
(Excludes Junior & Community Colleges)

Enrollments	Completions	SCHOOL DISTRICT (County)	Agriculture	Business Ed.	Distributive Ed.	Divers. Occup.	Health Occup.	Home Ec.-Occup. Prep.	Home Economics Consumer	Industrial Ed.	Technical Ed.	Work Experience	TOTAL
1,193	967	Okaloosa	5	3	1	1	0	3	7	3	0	0	23
89	0	Okeechobee	4	2	0	1	0	2	6	0	0	0	15
7,721	2,172	Orange	10	13	18	0	7	5	6	23	4	1	91
336	17	Osceola	3	3	1	1	0	2	6	3	0	0	20
2,927	1,704	Palm Beach	6	10	4	1	2	5	7	22	1	1	60
1,326	74	Pasco	12	13	5	1	6	5	7	12	1	1	63
13,965	4,984	Pinellas	12	16	13	1	9	5	7	41	15	1	122
3,651	1,080	Polk	15	7	1	1	3	4	7	26	1	1	67
916	474	Putnam	9	5	0	1	0	2	7	13	1	0	38
1,379	722	St. Johns	3	4	4	1	4	0	5	18	3	0	43
317	271	St. Lucie	3	4	1	1	0	2	7	4	0	0	22
302	40	Santa Rosa	4	2	0	1	1	1	7	8	0	0	24

TABLE VI

VOCATIONAL PROGRAMS OFFERED IN FY 1973
(Excludes Junior & Community Colleges)

Enrollments	Completions	SCHOOL DISTRICT (County)	Agriculture	Business Ed.	Distributive Ed.	Divers. Occup.	Health Occup.	Home Ec.-Occup. Prep.	Home Economics Consumer	Industrial Ed.	Technical Ed.	Work Experience	TOTAL
1,755	95	Sarasota	2	8	3	1	6	5	7	23	1	1	59
1,114	478	Seminole	11	6	2	1	0	2	6	8	4	0	41
189	5	Sumter	5	5	0	1	0	3	0	0	0	0	14
1,460	258	Suwannee	9	8	2	1	2	2	6	17	1	0	48
314	78	Taylor	1	2	0	0	0	2	4	9	0	0	18
73	0	Union	3	3	0	0	0	1	0	2	0	0	10
1,213	951	Volusia	8	5	1	1	2	4	6	3	1	1	32
96	0	Wakulla	3	1	0	0	0	2	0	5	0	0	11
220	25	Walton	6	0	0	1	0	2	6	6	0	0	21
795	178	Washington	4	4	1	0	1	2	6	17	1	0	37
		TOTAL	359	158	128	51	106	175	337	624	56	18	2261

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TABLE VII
EXPENDITURES FOR VOCATIONAL EDUCATION
BY SOURCE AND PURPOSE

	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973
State Programs					
Federal		7,923,342	9,196,791	12,084,850	Not Reported
State/Local		27,028,349	53,960,095	66,144,349	
Disadvantaged					
Federal		354,576	753,742	651,154	
State/Local				294,533	
Research					
Federal			504,274	345,567	
State/Local			987,079	895,416	
Exemplary					
Federal			170,334	174,925	
State/Local				807,415	
Consumer and Homemaking					
Federal		405,362	605,073	755,871	
State/Local		5,656,998	8,328,219	7,759,376	
Cooperative					
Federal		29,009	468,519	584,313	
State/Local				3,744,099	
Work Study					
Federal			180,791	180,096	
State/Local			43,662	45,024	
TOTALS					
Federal	7,331,487	8,712,789	12,079,524	14,776,776	Not Reported
State/Local	37,321,560	32,685,247	63,319,055	79,690,212	
GRAND TOTALS	44,653,047	41,398,036	75,398,579	94,466,988	

TABLE VIII
APPRENTICESHIP PROGRAM ACTIVITIES

Activity/Year	1969-70	1970-71	1971-72	1972-73
Total Active Apprent.	7,022	8,986	8,920	9,803
New indentures	1,967	1,965	1,509	3,340
Graduations	1,168	1,928	1,096	1,110
Total Dollars Spent				
Per Apprentice Per Yr.	41	42	43	44
Local	UKN	UKN	UKN	UKN
State	13	14	15	16
Federal	28	28	28	28
Total Staff Employed	22	22	22	22
Local	UKN	UKN	UKN	UKN
State	14	14	14	14
Federal	8	8	8	8
Number of Participating Establishments	4,112	4,377	7,037	NA
Number of Programs	900	967	1,064	NA

TABLE IX
ACTIVITIES BY VOCATIONAL REHABILITATION
FOR STUDENTS IN VOCATIONAL EDUCATION

Activity/Year	1969-70	1970-71	1971-72	1972-73
Clients in:				
Business Sch.	416	311	207	Data not Reported
Vocational Sch.	1,815	2,018	2,359	
On-the-Job Train.	544	646	751	
TOTALS	2,775	3,975	3,317	-----
Money Spent for:				
Business Sch.	\$106,491.38	\$ 93,705.14	\$ 68,273.76	Data not Reported
Vocational Pro.	260,292.56	348,259.72	389,384.20	
On-the-Job Train.	165,221.21	204,244.42	241,107.02	
TOTAL MONIES SPENT	\$532,005.15	\$646,259.28	\$698,764.98	-----

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TABLE X
MANPOWER DEVELOPMENT AND TRAINING ACTIVITIES

Activity/Year	1969	1970	1971	1972	1973
Students Enrolled	4,057	4,280	7,609	6,761	6,873
Students Completing	3,378	3,495	6,315	5,776	6,326
Staff Employed	NA	NA	163	179	148
Federal Funds	\$1,922,413	\$2,978,487	\$2,839,873	\$2,745,642	\$2,408,988
State Funds	162,977	238,314	247,374	248,851	138,375
Local Funds	50,624	92,629	70,597	55,433	281,989
TOTAL	\$2,136,014	\$3,309,430	\$3,157,844	\$3,049,926	\$2,829,352

TABLE XI
DIVISION OF YOUTH SERVICES ACTIVITIES

Activities/Year	1970-71	1971-72	1972-73
Number of Students Enrolled	610	758	848
Staff Employed	15	17	21
Dollars Spent			
State	\$ 36,797	\$ 58,068	\$ 36,000
Federal	100,500	75,173	50,551
TOTAL	\$137,297	\$133,241	\$ 86,551

VOCATIONAL EDUCATION COURSES OFFERED

Vocational Office Practice	Auto Mechanics
Sewing	Small Appliances
Short Order Cook	Graphic Arts
Hotel-Motel Maid Training	Small Gasoline Engine Repair
Building Trades	Woodworking
Horticulture	Auto Body and Paint
Vocational Evaluation	

TABLE XII

NUMBER OF TEACHERS AND LOCAL
ADMINISTRATIVE STAFF IN VOCATIONAL EDUCATION

	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973
Exemplary	-----	-----	91	-----	136
Group Guidance	-----	-----	74	423	684
Pre-Postsecondary	-----	-----	-----	-----	-----
Remedial	-----	-----	10	53	73
Cooperative	-----	-----	327	484	392
Disadvantaged	-----	-----	1,705	2,193	2,451
Handicapped	-----	-----	580	769	1,129
Agriculture	347	365	404	483	525
Distribution	563	615	885	1,004	823
Health	420	487	682	793	642
Consumer and Homemaking	-----	1,400	1,461	1,725	1,560
Occupational Preparation Home Economics	1,268	216	328	463	897
Office	1,104	1,181	1,368	1,681	1,454
Technical	646	731	947	1,008	604
Trades and Industry	1,621	1,961	2,217	2,667	2,875
Other (DCT/WE)	290	381	468	635	247
Director	0	-----	38	207	223
Supervisor	1	-----	170	163	207
Guidance	-----	-----	170	100	192
Other	165	-----	179	110	677
TOTALS	6,425	7,337	12,104	14,961	15,991

----- Data not reported

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TABLE XIII

NUMBER OF VOCATIONAL TEACHERS IN TEACHER TRAINING PROGRAMS
IN FISCAL YEAR 1973

Program	Number of Enrollees In Teacher Training			Completing Requirements
	Pre-Service	In-Service	Totals	
Total Unduplicated	2,708	6,668	9,376	508
Agriculture	113	114	227	51
Distributive	187	211	398	63
Health	56	154	210	---
Consumer/Home Ec.	---	---	---	---
Occup. Prep. Home Ec.	443	223	666	71
Office	774	564	1,338	178
Technical	53	202	255	6
Trade & Industry	323	2,007	2,330	45
Group Guidance	441	1,434	1,875	94
PreVoc.-Diversified	57	251	308	---
Pre-Postsecondary	---	---	---	---
Remedial	---	---	---	---
Cooperative, Part G	57	272	329	---
Disadvantaged	183	680	863	---
Handicapped	21	230	251	---
Exemplary, Part D	---	326	326	---

--- Data not reported

FIGURE 1

ENROLLMENTS AND COMPLETIONS IN VOCATIONAL EDUCATION

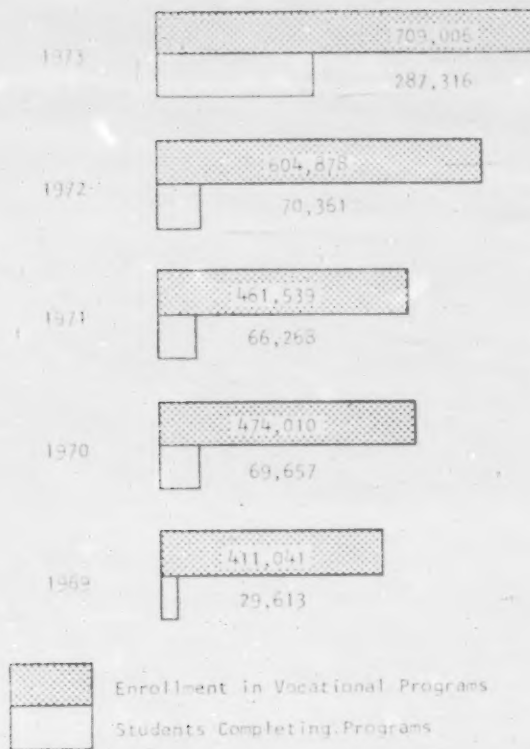
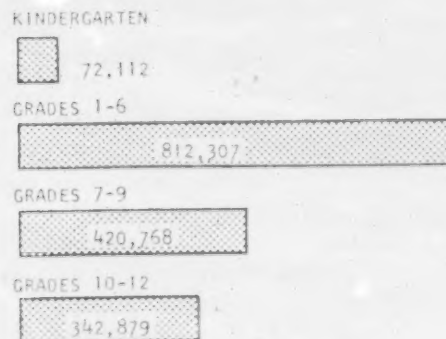


FIGURE 11

ENROLLMENTS IN FLORIDA SCHOOLS BY PROGRAM LEVELS
FOR FISCAL YEAR 1973



PUBLIC MEETINGS

One of the responsibilities of the Florida State Advisory Council on Vocational and Technical Education is to "...provide for not less than one public meeting each year at which the public is given opportunity to express views concerning vocational education."

During April and May of 1973, the Council conducted public meetings in Palm Beach, Daytona Beach, and Bradenton. Each of these cities is located in a major economic area and population center. The meetings dealt with the *Florida State Plan for the Administration of Vocational Education for 1973-74*, which sets forth a program and details the policies and procedures to be followed by the State in the distribution of Federal funds for vocational and technical education.

A Council committee was responsible for conducting each meeting, and a different Council member chaired each meeting; however, the general format was the same for all the meetings. In an effort to make the meetings interesting and meaningful to persons in attendance, to supply information to the Council, and to encourage dialogue, representatives of the county school board and the community/junior college in each area were requested to prepare a brief illustrated presentation that focused on:

1. The kinds of occupational education programs currently in operation
2. Enrollment and follow-up data
3. Funds being utilized—Federal, State and local
4. Unmet needs—high school and adult—and constraints that prevent implementation of programs to meet identified needs

The detailed planning for each meeting involved representatives of the county school board, the local community/junior college, the Department of Education, and the Council. A special effort was made to inform and secure the attendance and participation of the following:

1. Vocational-technical advisory and craft committee persons
2. Citizens concerned about vocational education
3. Local educators—especially deans, principals, guidance counselors, and instructors
4. Selected employers of vocational and technical education students and former students
5. Selected vocational and technical education students and former students

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The cooperation and assistance of the person representing local institutions was gratifying. The representatives were generous in the use of their time, they generally presented the requested information in the requested form, and all exerted effort to inform the local advisory committees and the lay public of the meetings.

From these meetings the Council has developed a better understanding of the public views and concerns about vocational education and the State Plan under which programs are conducted.

Table 1 summarizes attendance by category of persons attending public meetings conducted by the Council.

Table 1 – Attendance at Public Meeting

	Palm Beach April 17	Daytona Beach May 3	Bradenton May 10
Council Committee	5	3	11
VTAD Consultants	4	10	4
Local Community	60	85	100
Total Attendance	69	98	115

The Concerns Expresses by Persons Attending the Three Public Meetings Are Synthesized Below:

Community College and District School Board Staff

1. Need full funding of vocational education legislation passed by the Florida Legislature.
2. Need *vocational* guidance counselors.
3. Guidance counselors need to be more familiar with careers for students who do not desire a college education.
4. Need cooperation from guidance counselors in helping to recruit the "better" students into vocational education.
5. Parents and guidance counselors need to realize that not all students are "college material."

6. Need remedial reading and math classes.
7. Need pre-vocational counseling and more pre-vocational courses.
8. Employment in the field of study seems to be a prime evaluation criteria for determining the success of a program, and employment in the field of study may not be the most important result of vocational education.
9. Along with pointing out "weaknesses," evaluation reports should indicate how to turn weaknesses to strengths.
10. Shop equipment needs to be replaced periodically with modern equipment.
11. Need availability of "lower level" job training for persons with limited background and abilities.
12. Need regular re-evaluation of courses relative to area and state employment opportunities.
13. A great need at the present time is adequate facilities.
14. Certification requirements for occupational specialists should not become so rigid that they defeat the purpose for having the specialist.
15. Provisions need to be made for adult students to receive school credit for "life/work experiences."
16. Need more public relations (information) time on television and radio to promote vocational education and to assist with recruiting out-of-school youth and adults.
17. Should consider possibility of having a job placement bureau in high schools.

Other Persons in Attendance

1. Need more emergency medical training programs.
2. Vocational and technical education should include educating the student to be a "more rounded" person.
3. Non discrimination for entry into a class--females should be encouraged to enter traditionally dominate male classes in vocational education.
4. Adequate funding to complete an institution in "one phase" to save approximately 20 percent in construction costs.
5. Community colleges need more money, equipment, and facilities to support existing health and health related occupations and to amplify programs to meet students' demands.
6. Educate parents about vocational education.
7. Students enrolled in commercial culinary programs need work experience in a large commercial kitchen as part of their school training.

A POSITION STATEMENT RELATING TO THE DIVISION OF VOCATIONAL EDUCATION

Introductory Statement

The Florida State Legislature in its adoption of the "Vocational Education Package" in 1970, and in the passage of supplemental legislation in 1971, has strongly supported a widely held belief that many major social problems are due in part to the failure of education to relate learning to the needs and problems of the individual, particularly as they relate to earning a living. Education has been more concerned with the procedures and maintenance of education institutions than it has with the problems of the individual. An interesting analogy is found in the comment that the educational bus does not stop at the corner where those congregate who have not readily adapted to the established patterns of educational institutions. Dropouts and pushouts are not overly welcomed back into the mainstream of education.

The normally accepted goals of education; namely,

1. The need for an educated citizenry in a democracy,
2. The need to transmit and enrich the cultural heritage of society,
3. The provision for social adjustments to enable individuals to live in an orderly fashion, and
4. The development of skills for making a living,

all point up the necessity for education to focus on the individual rather than on procedure. The fourth goal has been neglected in part because it does not fit readily into the mass procedures which education has attempted to use in achieving the first three goals.

The efforts to eliminate the Division of Vocational-Technical Education appear to include some elements of continuing an emphasis on structure and procedure rather than an emphasis on serving the individual. In fact, the continuance of the Division of Vocational-Technical Education would serve to retain one Division concerned with function as contrasted with the grade level interest of the other Divisions. Vocational education is not a K-12, community college, university, or adult program. Vocational education is a function which reaches out to serve the individual when he requires services that will enable him to support himself adequately in a competitive society.

Structure of the Division of Vocational-Technical Education

The Council does recognize that some changes may enable the Division to serve its broad constituency more adequately and to cooperate more efficiently with the various educational institutions. The following suggestions are made in a spirit of cooperation and with due recognition for the accomplishments of the Division in carrying out the mandates of the legislature and the State Board for Vocational Education.

- I. Goals of the Division: The goals of the Division should continue to place increased emphasis on making it possible for each individual to receive career information, orientation, and occupational training and re-training, which is realistic in the light of his needs, abilities, and aspirations. Implementation and the accountability for implementation is the province of the educational institutions. Instead of uniformity in the delivery of these educational services, diversity of implementation should be a major concern of the Division.
- II. Functions of the Division: The Division should be concerned with exercising leadership in performing three functions: administration, coordination, and evaluation:
 - A. The administration function should include the implementation of state and federal policy; fiscal, statistical and planning activities; reporting; and internal management.
 - B. The coordination function should be concerned with promoting smooth, effective interrelationships among the institutions which are delivering occupational training services with respect to program development, curriculum, teacher-education, research, facilities, and equipment. The major goal should not be regulation, but rather the elimination of costly duplication.
 - C. The evaluation function is of primary importance because public funds, both state and federal, are used to support vocational education. The Division should be primarily concerned that these funds are used for the purposes for which they are appropriated, and further are used to provide quality vocational education at costs that are commensurate with the results obtained.
- III. Definition and Distribution of Responsibilities: The Division, as an instrumentality which causes vocational and technical education to occur, should define its responsibilities and the responsibilities which it shares with the educational operating units that are charged with delivering services to the individual. The implementing agencies must be able to operate with confidence and assurance. The coordination of these responsibilities and the necessary assistance to appropriate operational divisions, with regard to assignment of responsibility to educational institutions, should be a function of the Division of Vocational-Technical Education.

The institutions of higher education, including the community colleges, through an expanded program of pre-service and in-service teacher education, should provide services to teachers in program planning, curriculum development, evaluation and teaching methods. These activities should be coordinated through the appropriate Divisions by the Division of Vocational-Technical Education.

The other Divisions of the Florida Department of Education; namely, the Division of Elementary and Secondary Education, the Division of Community Colleges, and the Division of Universities, should make provisions for appropriate insights and understanding of vocational and technical education among their personnel. These provisions should provide for effective liaison between the respective Division and the Division of Vocational-Technical Education.

Evaluation, as a function of the Division of Vocational-Technical Education, should be undertaken with appropriate assistance from ad hoc committees of experts and the accreditation agencies.

Recommendation

The instrumentality of vocational and technical education should be retained in the Florida Department of Education at a Division level for the following reasons:

1. State and federal legislation mandate a series of functions that must be carried out with appropriate authority and expertise.
2. The momentum in vocational-technical education, as currently being implemented, requires a continuing emphasis and direction if present gains are to be effectively integrated into the entire educational system.
3. Future trends in education may see an educational reorganization which places more emphasis on function and less on structure. The retention of the Division of Vocational-Technical Education in the Florida Department of Education could serve as a catalyst to achieve more harmony in educational administration, wherein function, which recognizes individual needs and problems, can take its rightful place with procedure as a basis for State administration of education.

Finally, the Council recognizes that there have been problems between the Division of Vocational-Technical Education and Divisions that represent institutions through which vocational-technical programs must be implemented. These primarily have been human problems that occur in any activity in which some sharing of responsibility exists. The solution is not found in eliminating one of the Divisions, but rather in defining and distributing the responsibilities in a manner that will bring about desired results.

January 1972

APPENDIX D

A MODEL K-14 CAREER DEVELOPMENT EDUCATION
PROGRAM IN ORANGE COUNTY*

The purpose of this project is to develop a K-14 comprehensive education program focused on career opportunities and requirements for job entrance and advancement. Career development experiences serve as a vehicle for teaching basic academic skills to youth. Students in grades K-6 become familiar with careers, in grades 7-9 they explore a wide variety of occupational programs, and in grades 10-12 they acquire job entry skills and make plans for continued education or entry into the world of work.

The career education theme serves as a common thread to unify the educational efforts at all levels. Criteria for the selection of activities to promote career development is based upon the student's needs, abilities, insights, interests and aspirations, environmental constraints, principles of the psychology of learning, and human growth and development. It is hoped that this program will improve vocational education on two counts: (1) more students will develop positive attitudes toward the contribution of work to society, and (2) there will be an increase in the number of vocational programs offered as a result of students making an earlier occupational choice.

The unique feature of this project is the comprehensive organization of a K-14 program around a career development theme which fuses programs and practices of vocational education with the academic curriculum, guidance program, and community resources. In short, the total school curriculum and community environment is involved in the creation of a setting for students to acquire skills, knowledge, understandings, and attitudes necessary for career development.

The 1970 Florida Legislature redefined vocational education and broadened its role in the total education system. One change having direct relationship to the project purpose is the requirement for all elementary schools to include occupational awareness programs designed to introduce students to the world of work. Therefore, the secondary purpose of this project was to develop a model system which will be appropriate for adoption by other school districts.

Presently more than 100 packages of materials have been developed for use in grades K-6. They have been field tested and revised by elementary and vocational teachers in Florida schools working under the direction of curriculum developers at the State universities.

Process Objectives

- 1) a broad occupational orientation at the elementary and secondary school levels to increase student awareness of the range of options open to them in the world of work;
- 2) work experiences, cooperative education and similar on-the-job training programs, in addition to those currently available, making possible a wide variety of offerings in many occupational areas;
- 3) specific training in job entry skills for students just prior to the time they leave school (some of these programs may be intensive and of short duration);

*This description was prepared by the Bureau of Research and Evaluation, Vocational Division, Florida Department of Education.

- 4) intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement may be a job, in post-secondary occupational programs, or in a four-year college program);
- 5) continuing follow up of all dropouts and graduates to provide information for program revision;
- 6) in-service training to improve career counseling, prepare occupational specialists, train teachers and support personnel.

Procedures

The Orange County Career Development Program is designed to create education change through an integrated K-14 program of awareness, exploration, preparation and specialization. The project is now moving into its third year of planning, implementation, evaluation and dissemination.

The career education theme is serving as a common thread to unify the education efforts at all levels. Teachers assisted by project staff, career development and occupational specialists in eleven elementary schools are using teacher prepared, career-oriented units of work to integrate an occupational awareness program into the existing curriculum in order to expand student familiarization and aspirations related to the personal and social significance of work.

In support of the local effort to integrate an occupational awareness program in the elementary phase are two state funded projects: Project LOOM (Learner Oriented Occupational Materials), which deals with developing psychomotor skills, and Project FAIS (Fusion of Applied and Intellectual Skills), which deals with skills in the affective domain.

Teachers in nine junior high schools are assisted by project staff, which consists of career development specialists and occupational specialists, in supplementing their on-going curriculum by using teacher prepared units of work that provide exploration and in-depth studies of job families and clusters. Two other programs that support the junior high phase of the career education exploratory programs are Project GO (Growing Opportunities) for ninth graders, which stresses community involvement, and the "wheel concept" for seventh graders, which gives students insight and practical experience within the vocational careers in the world of work.

In eleven senior high schools, already prepared career development materials are in use. They are designed to prepare students for entry level job skills. Opportunities are available for the development of prerequisite academic-occupational skills, for more advanced job skills (including work experience and cooperative type programs for grades 9-12), and for an intensive job entry training program for high school seniors who have met all the course requirements for graduation and have earned as many as ten credits.

Courses providing additional exploration in job clusters are available for students leaving or completing the career education program.

Occupational guidance and counseling is integrated throughout the K-14 model. Placement and follow-up services are provided to all students leaving or completing the career education program.

Inservice training programs to improve career counseling; recruit and prepare occupational specialists; recruit and train teachers, teacher aides and placement and follow-up personnel are available.

Results

The local lay and education communities have accepted career education as an answer for meeting the modern needs of students. This is evidenced by the tremendous reception, support and cooperation that this project has received during the past two years. Additional evidence of the acceptance of career education concepts is provided by the recent support given by lay groups in getting new legislation passed appropriating \$5 million to be used for starting career education models in each of the 67 school districts.

New and different techniques are in use at all levels. For example, career clubs, which operate very much like the secondary social and career interest clubs, are used at the elementary level as an additional way of developing career interest. Team planning, a job entry oriented, fused (vocational-academic), individualized instructional program which utilizes the learning activity package is in use at one comprehensive high school. A job entry oriented, individualized approach for vocational subjects and a career-oriented, individualized approach for all academic subjects in an open-ended class structure will be used in September, 1973, at one of the area vocational, technical and adult high school centers.

Self-contained career units of work consisting of occupational information, academic subject related learning activity packages and a research activity package, using the U. S. Office of Education's fifteen clusters and emphasizing the eight career education elements are being developed for use in all participating secondary schools.

Inservice training programs and summer workshops have been invaluable in developing, revising, implementing and evaluating career curriculum materials. Of the 624 teacher, counselor, career development and occupational specialist participants, 88 percent have been teachers of academic subjects. If career education is to succeed, it must cut across the traditional academic and vocational education lines and take place in all classrooms.

Both the school system and the community are reflecting the impact of the career education project.

Attitudes of administrators, teachers and counselors at all grade levels have become more positive toward the Orange County Career Development Program. Elementary, secondary and post-secondary teachers have voluntarily participated in summer workshops and are requesting further exposure to career education through inservice training programs.

Career education successes for the most part during the life of the project have occurred at the elementary level. Some successes are evident at the secondary level as a result of the organizational structure and teaching strategies used at Wymore Vocational-Technical Center. It is hoped that the newly designed curriculum materials to be used at all other participating secondary and post-secondary schools will be successful. Secondary administrators, teachers and counselors are enthusiastic about the new approach of supplementing their on-going curriculum and guidance activities.

APPENDIX E

A MODEL K-14 CAREER DEVELOPMENT EDUCATION
PROGRAM IN PINELLAS COUNTY*

Description of the Project

Career education in Pinellas County is for all youth and adults. It begins with kindergarten age children and continues into adult years.

The project includes an experientially centered curriculum which provides a comprehensive and personalized program of education focused on careers. It provides academic instruction, job information, skill development, and experiences designed to help students develop positive attitudes regarding the personal, psychological, social, and economic significance of work. The fusion of cognitive learning and affective development is an important aspect of the design to help students keep pace with technological and social change.

Extensive guidance activities conducted by counselors and classroom teachers assist in developing self-understanding, personal values, attitudes, interests and abilities as they relate to others and as they relate to potential career choices. Personnel in pilot schools have attempted to unify the academic, vocational, and guidance experiences around an occupational and career development theme—using self-awareness and career awareness as the visible vehicles.

Students acquire decision-making skills and use them in clarifying and dealing with: (1) feelings toward self and others; (2) appreciation and attitudes in general; (3) economic awareness—the importance of both consumer and producer in today's society; (4) an understanding of the *basic* skills necessary to understand personal behaviors; (5) awareness of occupational skills; (6) development of employability skills; (7) social and communication skills appropriate to career placement; and (8) educational awareness which stresses the relationship between educational and real-life roles. The eight elements listed above, developed by the Center for Vocational and Technical Education and the Ohio State University, are providing the basis for implementing career education in Pinellas County. Career education focuses on the elements and blends them into a meaningful and relevant whole for student benefit.

Purposes

The following components are the basic elements of this project:

1. An elementary program designed to increase student self-awareness; develop favorable attitudes about the personal, social and economic significance of work; and to increase career awareness of students in terms of the broad range of options opened to them in the world of work.
2. Programs at the junior high school levels to improve career orientation and meaningful exploratory experiences.

*This description was prepared by the Bureau of Research and Evaluation, Vocational Division, Florida Department of Education.

3. Programs at grade levels 10-14 to improve job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities.
4. The continuation and expansion of the vocational counseling and guidance service to students at all grade levels.
5. A centralized system designed and initiated to assure placement of all students in a job, a post-secondary occupational program or baccalaureate program.
6. An inservice orientation program for teachers, administrators and supportive staff to acquaint them with goals, methods and techniques of the career development program.
7. An effective articulation plan (curricula, counseling, teaching and administration) for all levels.

Procedures

The first step in implementation began with inservice education for staff members of pilot schools. Workshop participants engaged in a uniform training program designed to facilitate a unified team approach to the implementation of career education concepts. Purposes of the workshop included the exploration of career education concepts, activities and procedures, identification of methods for obtaining and disseminating information on occupations, schools, employment and community resources, and methods of fusing vocational, academic and guidance activities into existing school curriculum.

Guidance and counseling became the focal point for activities at the workshops because the common element that ties all career education experiences into a meaningful pattern and purpose is the guidance function. Another major purpose of the workshops was to develop the role of the counselor as a catalyst, organizer, and coordinator of activities to promote career education by working with teachers, curriculum developers, and community groups.

During the workshops teachers engaged in activities designed to improve guidance and counseling skills in the classroom. Such activities include values clarification strategies and individual and group counseling methods.

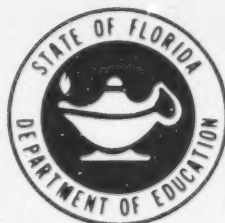
In pilot schools career education "teams" were organized. The team included a counselor, an occupational specialist, and a classroom teacher. Members of the COST team (Counselor Occupational Specialist Teacher) work and plan together to provide career education activities which fuse and blend with the classroom teacher's basic instruction. As a teacher plans a unit of instruction, the counselor and occupational specialist suggest strategies. Specialists also, regularly, plan instruction designed to aid pupils in developing a greater understanding of how career choices are made.

Counselors are helping teachers improve guidance skills in the classroom on a continuing basis, and the concept of "shared accountability" has won approval. Guidance personnel are committed to more responsibility for serving both the education, personal, and social needs of students in a planned system of instruction.

Results

The role of the counselor in career education pilot schools is changing from the traditional concept of one to one interaction to a role that emphasizes increased involvement in the total school program. Classroom teacher guidance involving counselor leadership has become the delivery system for career education in Pinellas County. Counselors are involved with teachers and occupational specialists on a regular basis in planning instruction designed to help pupils develop greater understanding on how choices are made.

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